SOCIAL WORK 261: Introduction to Social Work & the Social Services Field
3 credits
Fall 2019
Tuesday & Thursday 11 AM to 12:15 PM
University of Wisconsin-Stevens Point in Wausau, Room 220
University of Wisconsin-Stevens Point in Marshfield, Room 466

Instructor: Kate Kipp, MSSW, APSW

Office: 456 Collins Classroom Center (Stevens Point) & 85-C South Hall (Wausau)

Telephone: 715-346-2427 (**all** voicemail is confidential)

Office Hours: Mondays in Stevens Point: 12:30 PM to 3 PM
Tuesdays in Wausau: 8:30 AM to 10:45 AM
Thursdays in Wausau: 8:30 AM to 10:45 AM
Evenings, Wednesdays & Fridays in Wausau or Stevens Point or phone, by appointment

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Final Exam: **Thursday, December 19, 2019 from 10:15 AM to 12:15 PM**
Course Pre-Requisites: Sociology 101

Required Text: Suppes, M.A. & Wells, C.C. (2013). *The Social Work Experience: An Introduction to social work and social welfare, Sixth Edition.* Boston: Allyn & Bacon.

Web Site: NASW Code of Ethics
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Community (including Student) Rights & Responsibilities Website:
https://www.uwsp.edu/dos/Documents/2015_Aug_Community%20Rights%20and%20Responsibilities%20Web.pdf

I. Course Description
This class is designed to help students learn about social work and social welfare and explore career choices in the social work field. The history of social work is discussed and used to place current issues such as poverty, racism, ageism, and sexism in the context of the society which they exist. Social work programs and approaches that address these and other client issues are highlighted, as is the importance of research-informed practice. Areas of social work practice such as child welfare, schools, criminal justice, health, mental health, substance use disorders, aging, and developmental disabilities are examined. Social work theories, knowledge, skills, values, and approaches are investigated in a general sense and as applied to various areas of social work practice. Students are asked to evaluate their own and society's values in the areas studied.

II. CSWE Core Competencies & Practice Behaviors Taught in this Course
The following table contains the competencies and practice behaviors developed by the Council of Social Work Education (CWSE). When we intentionally teach and employ the competencies and behaviors through lecture, discussion, independent and group projects, research, and practice; we are becoming ethical, skilled, and empowering social workers. The competencies and behaviors we will address as a class are in the table below. This course was designed to provide exposure to these competencies and serve as a foundation for the further

development that will take place should a student be admitted into the social work major. Students pursuing further education in social work should familiarize themselves with these competencies.

The table below does NOT contain all CWSE practice behaviors, only those applicable to our coursework.

Competencies Addressed	Practice Behaviors Addressed	Content Area(s)
Competency 1: Demonstrate Ethical and Professional Behavior	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; and • use technology ethically and appropriately to facilitate practice outcomes.	Weeks: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Internet Assignments 1-10
Competency 2: Engage Diversity and Difference in Practice	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Weeks: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Internet Assignments 1-10
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.	Weeks: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Internet Assignments 1-10
Competency 4: Engage in Practice-informed Research and Research-informed Practice	• Use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.	Week 5 Annotated Bibliography Internet Assignments 1-10
Competency 5: Engage in Policy Practice	• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; and • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Weeks 2, 3, 4 Internet Assignments 1-10

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Weeks 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Weeks 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Annotated Bibliography Research Project
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; and • negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;	Weeks 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 Annotated Bibliography Research Project
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	• Select and use appropriate methods for evaluation of outcomes; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • critically analyze, monitor, and evaluate intervention and program processes and outcomes; and • apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	Weeks 2, 3, 4 Annotated Bibliography Research Project
Source: Council on Social Work Education https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx		

III. Course Format and Expectations

CLASS FORMAT
Classes include lecture, discussion, videos, individual and group exercises, and guest speakers.

COURSE REQUIREMENTS
1. Research Informed Practice Topic   10 points
2. Internet Assignments   100 points
3. 1st exam: 100 points

4. 2nd exam   100 points
5. 3rd exam   100 points
6. Research-Informed Practice Project   90 points
7. Participation   145 points

- **<u>Students are required to attend class and read all assignments before attending the class</u>** for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class.
- Students are asked to post a reaction to each guest speaker in the discussion area of Canvas. Each reaction is worth 10 points. If you do not attend class when a guest speaker is scheduled, you may not make up this discussion post.
- All assignments are posted in the content area in Canvas.
- If extensions are needed on assignments, it is your responsibility to discuss this with me prior to the due date. If assignments are turned in late (and accepted by the instructor), partial credit will be given.

EXAMS
There are three exams in the course of the semester. Exams will include short answer, and essay questions. Each exam is worth 100 pts. If possible, exam reviews will take place the class period prior to each scheduled exam.

GRADING SCALE
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

WRITING ASSIGNMENTS
- Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting.
- Students will lose points for assignments that are turned in late. If extensions are needed on assignments, this must be discussed with prior to the due date.
- The grading scheme for each assignment can be found in Section VII of this syllabus.

ATTENDANCE
Students are expected to attend all days the class is scheduled to meet. All students will create a name tag to assist the instructor with learning names. The instructor will also take attendance at the beginning of each class.

Excused absences are limited to documentable illnesses, personal or family emergency, or religious observation during class hours.

For any absence, a student is required to:
- Notify the instructor PRIOR to class. If this is impossible, a student must email the instructor as soon as possible to explain what happened.
- Read all readings and review the PowerPoint for the missed class.
- Students must take initiative to ask questions to understand class content for the missed class.

For any unexcused absence, a student will not receive attendance points (5 points) for the missed class. Students who arrive to class late will receive partial attendance points (2.5 points).

LATE PAPERS/MISSED EXAMS/INCOMPLETES
Students are expected to complete course work by the date that it is due. Late work will NOT be accepted. Canvas date stamps all late work as "submitted late." The instructor will not grade late work.

Students are responsible to contact the instructor to negotiate an alternate date if a compelling reason exists for an extension. Students must do this **BEFORE THE DUE DATE**.

The same process is necessary to request an incomplete. Requesting an extension does not automatically mean a student will receive one.

PLAGIARISM
Plagiarism—using words or ideas of another person without citation—will result in a failing grade for the course and may lead to other disciplinary action. Any quotation, specific fact, or major idea taken from a book, article, or other source, must be cited in APA formatting with its page number within the paper, as well as being included in the reference list at the end of the paper. If a student does not do this, it is plagiarism.

SPECIAL NEEDS
Students who have special needs that affect their participation in the course must notify the instructor if she/he/they wishes to have accommodations considered in either instruction or examinations. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. The instructor must receive all required supporting documentation from Disability Services.

Students may also seek assistance at the Disability Services office, which is located in room 609 of the Learning Resource Center. More information about disability services is available at their website: http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx

CONFIDENTIALITY
In this course, we will be discussing case examples about real people. It is important that class members respect the confidentiality of the people who are discussed. Members of the class may wish to make comments that they do not want repeated outside of the classroom. The class is expected to respect the confidentiality of their fellow students.

GROUND RULES FOR CLASS PARTICIPATION
We are working to develop knowledge, skills, and values that are consistent with the social work profession. Sexism, racism, classism, ableism, and heterosexism exist. We all have misinformation, and sometimes prejudices, about groups of people. One of the goals of this class is to learn accurate information that will help us change prejudice and discrimination--our own and that of others. In order to do this, we need to practice changing what we say after we have learned that we have misinformation. We need to practice not blaming people for their positions in life. We need to look for accurate information about all people and actively work against spreading myths and stereotypes that exist about people. Sometimes we need to take risks such as asking for information and expressing opinions. No one is expected to be perfect in this effort. Everyone is expected to

try. It is the instructor's goal is to make the classroom a safe place to practice gathering and using new information.

Students are expected to attend class regularly and read all assignments before attending the class for which they are assigned. Students should be prepared to take part in discussion, experiential, and written assignments in class. **Cell phone use, including texting, is forbidden during class. Students may use a laptop however a discussion with the instructor is required prior to use in class.**

RIGHTS AND RESPONSIBILITIES
For more information on rights and responsibilities associated with being a student at UWSP, please see the UWSP Community Bill of Rights and Responsibilities at:
http://www.uwsp.edu/admin/stuaffairs/rights/rightsCommBillRights.pdf

POLICY RELATED TO SEXUAL VIOLENCE ON THE UWSP CAMPUS:
Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that a student decides to disclose surviving sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that instructors notify UWSP Dean of Students Troy Seppelt.

The Dean of Students or designee will contact a student to let you know about accommodations and remedies available at UWSP and in our community. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. http://www.uwsp.edu/dos/Pages/default.aspx

*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator, Pam Dollard, and/or law enforcement.

EMERGENCY PROCEDURES
In the event of a medical emergency call 911. Offer assistance if trained and willing to do so. Guide emergency responders to a victim.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the Sun Dial. Notify instructor or emergency command personnel of any missing individuals.

In the event of an active shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders. See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.

V. Course Schedule

Changes to the syllabus will be announced as far ahead of time as possible.

Week	Date	Topic	DUE DATES
1	09/03/2019	Course introduction and NASW Code of Ethics	
2	09/10/2019	Theoretical perspectives for social workers	Internet Assignment 1- 09/13/19
3	09/17/2019	Social justice, poverty, and diversity	Internet Assignment 2 – 09/20/19 Annotated Bib. Topic – 09/22/19
4	09/24/2019	Historical perspectives in social welfare	Internet Assignment 3 – 09/27/19
5	10/01/2019	Research informed practice Exam I	Exam 1 – 10/03/19
6	10/08/2019	Family and children's services	Internet Assignment 4 – 10/11/19
7	10/15/2019	Social work in mental health	Internet Assignment 5 – 10/18/19
8	10/22/2019	Social work in health care	Annotated Bibliography- 10/25/19
9	10/29/2019	Social work in schools	Internet Assignment 6 – 11/01/19
10	11/5/2019	Social work and substance use disorders	Internet Assignment 7 – 11/08/19
11	11/12/2019	Writing in the field of social work	Exam 2 – 11/14/19
12	11/19/2019	Social work with older adults	Internet Assignment 8 – 11/23/19
13	11/26/2019	Social work in the criminal justice system	Internet Assignment 9 – 11/29/19
14	12/03/2019	Developmental Disabilities and social work	Internet Assignment 10 – 12/06/19
15	12/10/2019	Future trends/personal values/attitudes & practice	
Exam	12/19/2019	Final exam	12/19/2019 at 10:15 AM

VI. Course Outline

Week 1 9/3/2019	We will explore: Introductions, Course Expectations, and syllabus **Readings:** Chapter 1 & Appendix: NASW Code of Ethics
Week 2 9/10/2019	We will explore: The Social Work Profession; Theoretical Perspectives for Social Workers **Readings:** Chapter 2 in the textbook **Assignment:** Internet Assignment 1 due by 11:59 PM on Friday, September 13, 2019.

Week 3 9/17/2019	**We will explore:** Social Justice, Poverty, and Populations at Risk **Readings:** Chapter 3 in the textbook **Assignments:** Internet Assignment 2 due by 11:59 PM on Friday, September 20, 2019. Submit topic idea for "Annotated Bibliography" assignment to discussion area of Canvas by 11:59 PM on <u>Sunday, September 22, 2019.</u>
Week 4 9/24/2019	**We will explore:** Historical Perspectives in Social Welfare **Readings:** Chapter 4 in the textbook ==**Library Session**== ==**TUESDAY, September 24, 2019**== ==**PLEASE meet in our classroom and then we will go to the library.**== **Assignment:** Internet Assignment 3 due by 11:59 PM on Friday, September 27, 2019.
Week 5 10/01/2019	**We will explore:** Research Informed Practice Exam I Review **<u>EXAM 1 on 10/03/19</u>**
Week 6 10/08/2019	**We will explore:** Family and Children's Services **Readings:** Chapter 5 in the textbook **Assignment:** Internet Assignment 4 due at 11:59 PM on Friday, October 11, 2019.
Week 7 10/15/2019	**We will explore:** Social Work in Mental Health **Read:** Chapter 6 in textbook **Assignment:** Internet Assignment 5 due at 11:59 PM on Friday, October 18, 2019.

Week 8 10/22/2019	**We will explore:** Social Work in Health Care **Readings:** Chapter 7 in the textbook **Assignment:** Annotated Bibliography Assignment due by 11:59 PM on Friday, October 25, 2019
Week 9 10/29/2019	**We will explore:** Social Work in the Schools **Readings:** Chapter 8 in textbook **Assignment:** Internet Assignment 6 due by 11:59 PM on Friday, November 1, 2019
Week 10 11/05/2019	**We will explore:** Social Work and Substance Use Disorders **Readings:** Chapter 9 in textbook **Assignment:** Internet Assignment 7 due at 11:59 PM on Friday, November 8, 2019
Week 11 11/12/2019	**We will explore:** Writing in the Field of Social Work Exam II review **<u>EXAM 2 on 11/14/2019</u>**
Week 12 11/19/2019	**We will explore:** Social Work with Older Adults **Readings:** Chapter 10 in the textbook **Assignment:** Internet Assignment 8 due at 11:59 PM on SATURDAY, November 23, 2019
Week 13 11/26/2019	**We will explore:** Social Work and the Criminal Justice System **Readings:** Chapter 11 **Assignment:** Internet Assignment 9 due at 11:59 PM on Friday, November 29, 2019

Week 14 12/03/2019	**We will explore:** Developmental Disabilities and Social Work **Readings:** Chapter 12 in the textbook **Assignment:** Internet Assignment 10 due at 11:59 PM on Friday, December 6, 2019
Week 15 12/10/2019	**We will explore:** Future Trends/Personal Values/Attitudes and Social Work Practice Exam III review **Readings:** Chapter 13 in the textbook
Final Exam 12/19/2019	**Final Exam** **Thursday, December 19, 2019 from 10:15 AM to 12:15 PM.**

VII. ASSIGNMENT DETAIL

Internet Assignments

For several of the topics related to the text, students will be provided with an accompanying guided internet assignment. These assignments can be found in the "content" area of Canvas. The purpose of these assignments is to help students further explore the issues being addressed in class, to gain confidence in locating social work resources and information on the internet, to develop reflective writing skills, and to allow opportunities for relating personal values and experiences to social work issues.

- Follow the instructions for each particular assignment, reviewing at least the information identified in the assignment.

- Students are required to turn in a one to two-page (double spaced) response to the nine internet assignments provided (each worth 10 points). A paper must be at least ONE FULL PAGE to meet the one page minimum.

- Responses must include your **personal feelings/ thoughts/ comments** in reaction to the internet material and **any questions** that you would like the instructor to address regarding the material. DO NOT simply summarize the content found on the website. A response paper should display understanding of the material covered but should focus on your personal reaction.

Internet Assignment Grading Scheme
2 points – Paper is on time and at least ONE FULL page

2 points- Paper is organized and well written

6 points – Paper includes thoughts, feelings, comments regarding the material read on the website

Annotated Bibliography Research Project

This purpose of this assignment is to help students more deeply examine a specific client population of interest to them, to develop skill in using the library and internet to locate relevant information and resources, and to illustrate the importance of skill in accessing resources and in research-informed practice.

Each student will identify a **specific client population** that he or she would like to learn more about (e.g. LGBTQUIA youth, children with autism, men who have experienced domestic violence, adults with schizophrenia, people experiencing cocaine addiction, children who have been sexually abused, etc.).

Each student will identify information and resources relevant to the particular population **as it relates to social work practice and create an annotated bibliography in APA format.** An annotated bibliography is a list of citations to books, articles, and other documents and brief description that summarizes the identified resource.

Identify a specific client population that you would like to know more about. Submit your topic idea to the Discussion Board of Canvas by the date indicated in your syllabus. Review your professor's feedback once it is posted (10 points).

Attend the Library Session to learn more about how to utilize the library to access relevant, peer reviewed resources during our class trip to Albertson Hall.

Submit your Annotated Bibliography in Canvas in APA format that includes the following (90 points):
- Title (client population)

- Five (5) current articles from academic/professional/peer reviewed journals on social work practice

- One (1) current book relevant to your client population

- Two (2) organizational websites from respectable sources that could be used by a social worker

- One (1) local community program/organization that might be useful to your client population (for citing purposes, use their website or a brochure)

- All sources *must be published within the last five years*.

Annotated Bibliography Grading Scheme

Points	Description
13 points	Annotated Bibliography was submitted on time
5 points	Annotated Bibliography is well organized
25 points	Citation for journal is correct and annotation is well written (5 journals x 5 pts/journal = 25 pts)
5 points	Citation for current book is correct and annotation is well written (1 book x 5 pts/book = 5 pts)
10 points	Citation for organizational website is correct and well written (2 websites x 5 pts/site = 10 pts)
5 points	Citation for a community organization is correct and well written (1 organization x 5 pts = 5 pts)
27 points	Each source is relevant to the topic selected (9 sources x 3 pts/source = 27 points)